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ABSTRACT

The Toledo, Ohio, study of 72 Mexican American students was conducted to find whether bilingualism is a factor affecting aspirations and attitudes toward school and the educational process, and to determine attitudes of Mexican American students as a group. Students were equally divided into bilinguals and monolinguals, and responded to 3 questionnaires which dealt with attitudes toward being Mexican American, educational aspirations, school involvement, family background, acculturation, and attitudes toward teachers, counselors, and schools. Data indicated that there seemed to be a strong relationship between bilingualism and the degree of the student's acculturation. It appeared that the greatest difference between bilinguals and monolinguals was home background. There was little evidence, however, that bilinguals have more emotional and social problems than monolinguals. It was also noted that, since this study did not include the socioeconomic factor, results were inconclusive. Major recommendations covered Spanish as an elective; tutorial services; cultural awareness; teacher training and employment; parental involvement; and counseling services. (KM)

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A project

entitled

A COMPARATIVE STUDY OF THE ATTITUDES AND ASPIRATIONS OF BILINGUAL MEXICAN AMERICAN STUDENTS WITH MONOLINGUAL MEXICAN AMERICAN STUDENTS

by

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as partial fulfillment of the requirements of

the Master of Education Degree in

Guidance and Counseling

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TABLE OF CONTENTS

Page

Acknowledgments.....ii

List of Tables.....iv

Chapter

I. Introduction.....1

Statement of problems
Definition of terms
Setting
Procedure

II. Review of the Literature.....10

III. Findings.....23

Responses to Questionnaire Number One
Responses to Questionnaire Number Two
Responses to Questionnaire Number Three

IV. Summary, Conclusions, and Recommendations.....42

Appendices.....48

Appendix A. Questionnaire Number One
Appendix B. Questionnaire Number Two
Appendix C. Questionnaire Number Three
Appendix D. Answer sheet for Questionnaire Three

Bibliography.....56

LIST OF TABLES

Table — Page

I. Percentages of total student responses to Questionnaire Number One (Self-concept).....27

II. Raw scores of total student responses to Questionnaire Number One.....28

III. Percentages of total student responses to Questionnaire Number Two (Educational aspirations, school involvement, home background).....32

IV. Raw scores of total student responses to Questionnaire Number Two.....34

V. Percentages of total student responses to Questionnaire Number Three (Attitudes toward teachers, school, and counseling).....38

VI. Raw scores of total student responses to Questionnaire Number Three.....40

Chapter I

Introduction

The Mexican American student has faced severe educational problems for over half a century. In the schools of the Southwest significant gains have been made, but the challenge to provide the Mexican American with meaningful educational experiences is still of paramount importance. The Toledo Public Schools have also been aware of special needs of the Mexican American. Representatives of the various segments of Toledo's Mexican American community and members of the Board of Education have met many times during the past eighteen months in an effort to meet the needs of children who have limited English speaking ability and who come from homes where the dominant language is Spanish. One of the three educational programs resulting from these meetings is the Mexican American English-As-A-Second-Language Project funded under Title I, Elementary and Secondary Education Act, and is designed to give special instruction to Mexican American students from Grades 1 - 8 who are having difficulties in school because of a language barrier. The name of the program was unofficially changed to the Mexican American Language Improvement Program as a more appropriate description of the program.

The structure of this program is a highly flexible plan designed to meet the educational, social, cultural and language requirements of Mexican American students. Its

purpose is to better equip the Mexican American child with English language skills essential for success in school, to provide the child with remedial assistance in the language arts and to develop an appreciation of his cultural heritage. With the primary children the emphasis has been on increasing fluency in English. Many of these children have difficulty with English language skills because of basic differences between Spanish sounds and English sounds. Word order, syntax, intonation and vocabulary expansion are stressed and aural-oral techniques are used.

With the older children, particularly those who have lived in Toledo most of their lives, it develops into more than just a language problem. These children are frequently a year or more behind their grade level, and in addition to this problem of failure, they frequently seem to have a low concept of themselves because they are racially and culturally different.

Because this was a new program there were no materials, no curriculum and very few guidelines. So it was necessary to obtain as much information as was suitable from migrant programs, English-As-A-Second-Language programs, bilingual programs and incorporate these ideas into a program to meet the needs of Mexican American children in Toledo.

Now after nine months of taking these students from their regular classes and working with them in small groups, as well as counseling many of the older ones, the question arises as to whether these needs are being met through the

program. Since the program was set up on the assumption that some bilingual children may have language problems, which in turn affects their normal progress in school, it is now essential that this hypothesis be tested. Since it was also assumed that these students frequently have low self-concepts and a lack of appreciation of their cultural heritage, it also seemed essential that this assumption be checked and inquiry made as to the concerns of the students themselves.

Statement of problems

The purpose of this study then shall be to compare bilingual Mexican American students with monolingual Mexican American students on their attitudes and aspirations in an attempt to answer the following questions:

1. Do bilingual students report more emotional and social problems than monolingual students?
2. What are the aspirations of Mexican American students?
3. How does the Mexican American student view the educational process and counseling services?

Definition of terms

In order to fully understand the scope and limitations of this study it is necessary to clarify the meanings of several words and terms. The definition of a Mexican American is as complex as the definition of an American. The Toledo Public Schools define a Mexican American student as one who has a Mexican or Spanish surname. Such a definition is necessary only when required by the government for programs

which are federally funded. They realize, of course, that they are missing many children whose mothers may be Mexican American and whose fathers may be Anglo. Bustamente and Bustamente (1969) define Mexican Americans as people who trace their ancestry through the country of Mexico but are citizens of the United States. For purposes of this study a Mexican American will be defined as one who has a Spanish surname or one parent of Mexican descent. This will include children of mixed parentage. That is, children who may have Anglo mothers and fathers of Mexican descent, or Anglo fathers and mothers of Mexican descent. Three students used in the study are "Spanish Americans" in that their fathers were born in Puerto Rico.

The term Anglo is defined as "white other than Spanish surname" by Grebler, Moore and Guzman (1970) and this is the definition which will be used in this study.

Various writers have defined bilinguals as having native-like control; as having active, completely equal mastery of two or more languages; as being able to produce complete meaningful utterances in the other language; or to have only a passive knowledge, which required the users only to understand speakers of another language, not to speak the language themselves.

Andersson and Boyer (1970) further state that bilinguals may thus be classified according to their skill in their two languages along a more or less infinite scale. Broadly considered there are bilinguals who have one dominant

and one secondary language, while there are others who are reasonably balanced. There are bilinguals who switch easily from one language to the other, and some who find it extremely difficult and confusing to do so. The degree of bilingualism is very difficult to measure.

In this study the term bilingual refers to those students who are able to communicate orally in Spanish. Some of them speak Spanish fluently, some are fairly limited, all of them understand it, and almost none of them is able to read or write it.

The monolinguals then, are not true monolinguals in that almost all of them do understand some Spanish, making them bilinguals by some of the above definitions. Almost without exception these students have parents or grandparents who speak Spanish in the home. These students are able to understand Spanish in various degrees but reply in English. For purposes of this study then, monolinguals are those students who may understand Spanish but do not speak it.

Setting

The location of this study is the Samuel M. Jones School, located at 550 Walbridge Avenue, Toledo, Ohio. Jones School has approximately 720 students in grades five through eight, not including special classes in adjusted curriculum and sight-saving. Of these 720 students roughly 15% are Mexican American, 11% are black, and the remainder are white or Anglo. The school is located in a lower socio-economic neighborhood in South Toledo. There are no

Mexican American teachers on the staff and only one black teacher on a total staff of thirty-nine teachers.

Seventy-two students were used in this study, thirty-six bilinguals and thirty-six monolinguals, twelve each in the eighth grade, seven each in the seventh grade, twelve each in the sixth grade, and five each in the fifth grade. Of these seventy-two students, forty-five were students in my Language Improvement classes at one time or another.

The intelligence of the two groups was checked through cumulative records and scores of the California Test of Mental Maturity are recorded below. Scores of the Otis Quick-Scoring Mental Ability Test, which was given in November 1970 to the eighth graders, is also recorded below.

	CTMM		Otis	
IQ	B	M	B	M
110+	7	3	1	0
90 - 110	12	23	6	6
Below 90	5	6	5	5
No score	12	4	0	1

B = bilingual

M = monolingual

Grade level and ages were also checked and are recorded below. (First age listed is considered "normal".)

		Bilinguals	Monolinguals
Fifth grade	Age 10	3	3
	Age 11	2	2
Sixth grade	Age 11	8	10
	Age 12	0	2
	Age 13	3	0
	Age 14	1	0
Seventh grade	Age 12	5	2
	Age 13	2	5
Eighth grade	Age 13	5	4
	Age 14	5	8
	Age 15	2	0

Procedure

In order to compare attitudes, two questionnaires were given to each student. One questionnaire consisted of twenty questions dealing with the student's attitude toward being a Mexican American. The second questionnaire consisted of thirty questions dealing with the student's attitude toward teachers, school, counseling and the educational process. All questions on both questionnaires were read orally and explained if necessary, for total comprehension.

Each student answered twenty-four questions on a questionnaire concerning educational aspirations, involve-

ment in school activities, areas of interest in school, educational background of parents, and their own educational background. Again, all questions were read orally.

Limitations

The biggest problem in this study was trying to ascertain which students were bilingual and which were monolingual. Many students stated that they knew no Spanish and were classified as monolinguals. Since some of these students were not in my classes I did not know them well enough to determine this by myself. Later, in checking the lists orally with all the students, they contradicted my lists, identifying for me which students spoke Spanish. In rechecking it was discovered that many of these students were afraid they would be asked to speak in Spanish and did not feel they spoke it well enough.

In a few instances the validity of the questionnaires is questionable because of two or three eighth grade boys who did not appear to be taking the questions seriously. There may have been others. There is also the possibility that many students were trying to please the teacher by giving socially expected responses. Finally, even though all questions were read orally, some students may not have understood all of them totally.

Because of difficulties in scheduling and problems in locating monolingual students, only a random sample of seventh and eighth grade students was used. Roughly 25% of the Mexican American students at Jones were not included in

this study and their attitudes and views might have altered the results significantly.

There is also no way of measuring the effect the Mexican American program has already had on the self-concept of the forty-five students involved in the program. With students at Jones, history, culture, and awareness of the Chicano movement were stressed with the objective of raising self-concept, but no pre-evaluations or post-evaluations were made.

Chapter II

Review of the Literature

"Christians by the Grace of God;
Gentlemen thanks to our Spanish Descent;
Noble Lords from our Indian Ancestry;
Mexicans by Pride and Tradition;
And Americans by Destiny.
Thus, we are Mexican Americans...
Y No le Pedimos Nada a Nadie!
(and we ask nothing from no one!)"

Thus Luis F. Hernandez (1969) describes the spirit of a people whose cultural contribution to the western hemisphere has yet to be fully measured. This spirit is manifested in our history, in our arts, and in our determination to solve the problems which face us as a nation. Yet too few of the history books used in our schools say enough about Mexican American contributions to the development of our country.

A broad study of Mexican history is imperative for a thorough understanding of the Mexican American. However, that is not the purpose of this study. The literature of this project will discuss the acculturation of the Mexican American, the Mexican American way of life, its values, its attitudes and aspirations, and the cultural conflicts within Mexican American youth.

According to Forbes (1970) the United States' five

million citizens (7.5 million according to Business Week, May 29, 1971) of Mexican origin do not form a homogeneous group with identical values, customs and aspirations. One can divide the Mexican American community along class (economic) lines from the affluent business man to the migrant farm worker. One can also divide the Mexican American community on the basis of the degree to which the individual has been Anglicized and integrated into the larger society. One can further classify Mexican Americans according to whether or not they object to being called "Mexicans" and prefer to be called "Spanish-American". But whichever type of classification system one uses, it is clear that there is no single way of life possessed by Mexican American people.

Forbes later states that the Mexican American community is basically proud of being of Mexican background and sees much of value in the Mexican heritage. By means of folk-level educational agencies, such as benevolent societies, patriotic organizations, and the extended family, many Mexican traits are kept alive, either as a functioning part of the individual's personal life or at least as items with which he feels some degree of familiarity. Mexican arts and crafts, music, dances, cooking, family structure, concepts of the community, the Spanish language, and other characteristics, are maintained in this manner.

Rodriguez (1969) in contrasting Anglo American and lower class Mexican cultural values states, "In our (Anglo)

society we tend to give status to men and women on the basis of their achievement and success rather than on their family ancestry. We attach more importance to a man's present and future value than to his past, whatever it might have been. The Mexican is reared in a prescriptive environment: Where the shoemaker's son is expected to be a shoemaker, and he rarely makes any effort to break his social mode. Where a family name is more important than financial status. Where good manners and the honor of the family take precedence over any other consideration."

Hernandez (1969) states that in the Mexican American community there are many stages of acculturation. "A useful way to describe these phases accurately is to view the community as a continuum. On one extreme are those individuals or families recently arrived from Mexico. They reflect most strongly Mexican attitudes and behavior, and speak only Spanish. On the other hand, as we move away from the Mexican end of the continuum, we find that each individual or family demonstrates increasing degrees of acculturation, has gained a knowledge of English and that the attitudes and behavior patterns are more consistent with those of the dominant Anglo culture."

Hernandez (1969) later states, "Each youngster mirrors the degree of acculturation of his family, most noticeably in his mastery of language. Though the majority of Mexican American youngsters are bilingual, the level of bilinguality varies with their position on the continuum.

If the student is on the Mexican end of the continuum, he is expected by his family to speak Spanish in the home. This expectation, and even insistence, reduces the reinforcement of English he is learning in school. Generally, a youngster from such a family has a more limited vocabulary in both languages than many of his peers, and his speech and pronunciation are adversely affected. Naturally, these handicaps have an adverse effect on such basic language skills as comprehension, speaking, listening, reading and writing.

In addition, children of such background tend to demonstrate attitudes and behavior patterns that are basically Mexican in origin. Among these may be particular attitudes regarding time, the importance of an academic education, personal reaction to the teacher, and so forth. As for the parents of this group they have a great tendency to expect more from the school than the school may be capable of doing. They have no real understanding of the process of education.

Often parents stimulate their youngsters to efforts to raise the family level through socio-economic gains. But many times this encouragement proves ultimately detrimental to the family unit, for it demands a greater acculturation on the part of the youngsters. Parents do not realize that the loss of some of the basic Mexican identity is part of the price of such acculturation, while certain young people who acculturate rapidly and identify with the dominant culture find they are increasingly embarrassed by the parents'

provincialism.

Mexican American youth is often burdened by this effort to straddle two cultures. On the other hand, parents who fear either loss of identity and authority or who are not ready to accept the "new ways" do not hesitate to instill feelings of guilt in their children. It is obvious then, that youngsters in a state of transition from one culture to another carry many burdens which directly affect their role in the classroom. Their progress is slowed by minimal reinforcement of classroom learning in the home; lack of understanding on the part of the parents for school activities which go beyond that of learning; forced decisions in terms of a career or future when there are no clearly defined points of reference, or where high achievement is unreasonably expected by parents who do not or cannot provide an environment which is conducive to building proper study skills; and by the guilty realization that, instead of studying, they should perhaps be contributing materially to relieving the pressure created by the low incomes of their parents."

Hernandez (1969) further states, "The value that education has for the Anglo-American is not the same for the Mexican American. To the latter, it may offer a way out from a future of low status such as his parents had. Because the Mexican American youngster often has this expectation, he expects that the effects of an education will be immediately perceptible. He wants results. When the

fruits of education are slow in coming, he becomes impatient, frustrated and tends either to consider school valueless, or to blame himself for lack of success."

Forbes (1970) says much the same thing when he states, "Unfortunately, many younger Mexican Americans, educated in Anglo oriented schools, have not been able to relate in a positive manner toward either the Mexican or Mexican-Anglo mixed cultures, primarily because their parents have been unable to effectively transmit the Spanish language and Mexican heritage to them. At the same time the public schools have either attacked or completely ignored that heritage and have attempted to substitute an often watered-down Anglo heritage. The youth subjected to this pressure have not ordinarily become Anglos, though, because of a feeling of being rejected by the dominant society (because of frequently experienced prejudice and discrimination) and by the schools (because the curriculum is so totally negative as regards their own personal and cultural background). These young people have frequently developed a mixed Anglo-Mexican sub-culture of their own, based upon a dialect of Spanish heavily modified by an ingenious incorporation of English words and new expressions and upon a "gang" style of social organization."

Forbes (1970) continues, "Another important factor which retards the complete absorption of partially Anglicized Mexican Americans into the larger society is the fact that more than 95% of Mexicans are part-Indian, 40% are full-blood

Indians, and most of the mixed bloods have more Indian than non-Indian ancestry. Mexican Americans are, therefore, a racial as well as a cultural minority and the racial differences which set them apart from Anglos cannot be made to "disappear" by an "Americanization" process carried on in the schools."

Andersson and Boyer (1970) state that nationwide "Seventy-five percent of all Mexican American children of school age are enrolled in school. but the number in high school is only one-third what it should be on the basis of population. In New Mexican schools, of 60,000 Spanish-speakers enrolled, over one-third are in the first grade. More than one-half are in the first three grades and fifty-five percent of those above first grade are more than two years over-age for their level. In Texas, among Mexican American children entering the first grade, about 80% are not promoted. The average for Mexican Americans fourteen years of age and older in the Southwest is only about eight years of schooling compared with twelve for the average Anglo American. The dropout rate is over twice the national average."

Andersson and Boyer (1970) later state, "The possible sources of educational failure appear to fall into six broad areas of difficulty: (1) spatial separateness; (2) stereotypes and discrimination; (3) cultural differences, including value orientations; (4) language difference and the school experience; (5) rate of acculturation, and; (6) the culture of

poverty as it relates to the Spanish-speaking."

Concerning language difference, Carter (1970) has this to say. "Most prevalent among these (teachers' perceptions of deficiencies) is the concept that bilingualism is detrimental to intellectual functioning and thus to success in school. Until recently, research tended to support this theory." In a study conducted with Spanish-speaking people in Arizona (Arizona State University, 1960) he states, "No significant relationship was demonstrated between intellectual functioning and bilingualism, but significant relationships were found between sociocultural factors, school success, and test performance. The methodologically sound Arizona Study and its findings add credence to the idea that many other studies of bilingualism fail to control social factors adequately and, all too often, report differences between high-socioeconomic status monolinguals and low-status bilinguals." However, in a bilingual study where there was careful control for sociocultural factors Peal and Lambert (1962) concluded: "Contrary to previous findings, this study found that bilinguals perform significantly better than monolinguals on both verbal and non-verbal intelligence tests."

Carter (1970) sums this all up with this; "The home language of Mexican American children, and the experience on which it depends, are almost invariably perceived as detrimental to school success. Bilingualism, lack of verbal experience in any language, inferiority of the local Spanish,

or a combination of these factors are seen as predetermining school problems. Needless to say the inability to communicate in English initially discourages school achievement and grade promotion. However, where bilingual organization, English-as-a-second-language programs, or flexible curricular policies exist, there need be no or only slight disadvantage to the child. It can be strongly argued that speaking two or more languages enhances achievement and learning."

A recent study by James Coleman and his associates of a national sample of racial and ethnic groups (Grebler et al., 1970) found that "relative to other racial and ethnic groups on educational and occupational aspirations Mexican American pupils

1. ranked high in their determination to stay in school, be good students, and attend school regularly;

2. planned in fewer numbers to attend college;

3. held equally high occupational aspirations;

4. had a more self-depreciatory self-concept than either Anglos or Negroes;

5. expressed a considerably lower sense of control over environment than Anglos."

The Coleman report's analysis of factors associated with achievement of Mexican American pupils concluded that

"1. family background is most important for achievement;

2. the association of family background with achievement does not diminish over the years;

3. the influence of school facilities, curriculum, and staff that is independent of family background is small;

4. teachers' characteristics account for most of the differences in school factors that are related to achievement;

5. the social composition of the student body is more highly related to achievement independently of the student's own social background, than is any school factor;

6. attitudes concerning control or responsiveness of the environment are highly related to achievement, but variations in school characteristics have little influence on these attitudes."

In a similar study in Los Angeles Grebler et al., (1970) found, "Mexican American pupils generally score lower in all four dimensions of achievement analyzed: grades, deportment, achievement test scores standardized against a national norm, and IQ test scores." Later he states, "Similar differences are found in students' aspirations and expectations. Contrary to stereotype, the majority of Mexican American as well as Anglo students aspire to formal education after high school. But the proportion of Anglos with such aspirations is far higher. Among those who aspire to further education, Mexican Americans tend more to aim at trade schools and junior colleges. Anglos tend more toward the four year colleges. The occupational aspirations of all students are also high. Again the aim of Anglo students is substantially higher than that of Mexican American students. Among those

who aspire to white collar positions Mexican American students tend to aim for the lower rungs of the white collar ladder."

Grebler et al. (1970) says in summary, "The school achievements of Mexican American children tend to be low in absolute terms and relative to those of Anglo children. The aspirations of both ethnic groups are very high. Comparatively, Mexican American aspirations and expectations are lower than those of Anglos in the same areas." This research concludes, "The study of Mexican American and Anglo children in Los Angeles emphasizes both the persistence of problems for Mexican Americans as a category and the difficulties in explaining these problems in a manner satisfactory either to social analysts or to builders of educational programs. The average achievement of Mexican American students is well below that of Anglos, and though there are a number of factors affecting the achievement of both groups, the ethnic differences in performance are not adequately explained. The findings imply that the highest achievers are those Mexican American pupils who have been most thoroughly socialized to the dominant American culture both at home and in the school environment."

Dr. Thomas P. Carter (1970) has written an entire book on Mexican Americans in school and his findings dispute many of the stereotyped ideas of other educators. One point concerns self-concept. "As is the case with so many other aspects of educators' perceptions of Mexican American

children, factual information is scarce: whether large numbers of the group's children suffer from self-devaluation or not, has not been determined. Yet the belief that they see themselves negatively is almost universal, and those who believe it usually use patronizing or pitying tones when they are describing this condition. It is possible that the belief may not be based solely on Anglo misinterpretation of behavior but may stem from a somewhat questionable assumption: middle-class people tend to assume that anyone who is poor sees himself as a failure and therefore sees himself negatively. Educators may make a similar assumption, seeing Mexican Americans as failures and assuming that they see themselves in similar manner."

Carter (1970) later discusses the culture conflict between home and school. "Teachers drill minority group children to accept middle-class norms of achievement, individual responsibility, and good manners in order to gain a good grade or the acceptance of the teacher. It can be argued that what is so "learned" may soon be forgotten, and it is also often the case that culturally different children do not see the symbolic reward of a higher grade as significant incentive. The norms taught may deviate from those at home and derogate the family and the peer group. Children learn one culture (language, values, expectations, and roles) in their home or from their peers, and the school enforces another and different culture. In order to stay in school, the child is required to drop the "bad" culture he has

learned at home and at least outwardly manifest the cultural characteristics expected by the school. Many cannot do this and ultimately drop out - mentally in the primary or intermediate grades and then physically as soon as local law or practice permits. Others reject their home culture. Still others cannot cope with the situation at all, and caught between two sets of norms they may be subject to personal disorganization."

Nava (1970) states that the Mexican American feels that he is different from other people and that he should be understood and accepted on his terms. "Many Mexican Americans feel they have a special claim on American identity because their people have older roots in this country than many Anglos. The American melting pot has not worked as well as many have supposed. Mexican Americans today are asking whether or not true Americanism includes respect for and acceptance of different languages, different customs and adherence to the principles of individual freedom that underlie our Constitution."

Chapter III

Findings

This chapter presents the findings of the study as they relate to the questions presented in the statement of problems. The tabulated results of student responses are presented in six tables. The data are presented in terms of monolingual responses and bilingual responses. Raw scores are given in three tables, and these scores are converted to percentages in the other three tables. Tables I and II report the results of the questionnaire which relates to self-concept; how the Mexican American student perceives himself and how he thinks others perceive him as a Mexican American; his attitude toward Mexican American cultural values; and his needs as a Mexican American student. Tables III and IV report the results of the questionnaire on educational aspirations of the student, involvement in school activities, educational background of his parents, birthplace of his parents, and other questions relating to the degree of acculturation of the family. Tables V and VI report the results of a questionnaire on the student's attitude toward teachers and school in general, counseling and the educational process.

In the first questionnaire the two groups of students show a difference of less than ten percent in thirteen out of twenty questions.

Although both groups strongly express a desire to learn

to read and write Spanish in Junior High (question 1), the monolinguals showed a much stronger preference for learning more about Mexican Americans (question 2). The bilinguals were not any more negative, but were considerably more undecided.

In answer to question 3, "We speak Spanish at home most of the time", over half of the bilinguals answered positively, whereas only slightly more than ten percent of the monolinguals answered in the affirmative. About twenty-five percent of both groups indicated that Spanish is spoken at home some of the time.

On question 5 the bilinguals showed a greater preference toward being called Chicano, although over one-third of both groups were undecided.

Both groups expressed strong desires for Mexican American teachers and Mexican food in the school cafeteria. (questions 4 and 6)

Both groups felt strongly that teachers did not pick on them because they were Mexican American, (question 7), but differed on whether the teachers understood the needs and interests of Mexican American students, (question 10), with the monolinguals feeling strongly that teachers did understand, while more bilinguals felt they didn't, and an even larger number of bilinguals were undecided.

Although both groups felt that the problems of Mexican American students are the same as any other students, (question 8), the monolinguals were considerably more

positive.

Only one bilingual felt he would have any problems getting a job because he was Mexican American (question 9), but almost one-third of the bilinguals were uncertain, as compared to less than one-fourth of the monolinguals.

The monolinguals gave a one hundred percent "yes" to the question, "I wish I could speak Spanish", (question 11), and only one bilingual, who was uncertain, prevented that group from having a one hundred percent "yes" to the same question, reworded, "I am glad I can speak Spanish."

The bilinguals expressed less trouble with getting along with black students, (question 12), and the monolinguals were somewhat more uncertain in this area.

Over two-thirds of the bilinguals felt that other students make fun of Mexican American students with accents, (question 13), as compared to slightly over half of the monolinguals.

On the question concerning machismo, the ability of the boy to stand on his own two feet as a man, (question 14), the two groups were about the same, (roughly seventy-five percent) in affirming this belief, but on the question concerning the woman's place in the home, (question 15), the monolinguals' belief was less than two-thirds affirmative while eighty percent of the bilinguals confirmed this belief.

The question which showed the greatest difference in response by the two groups was question 16, "I think it is important to get to class on time." Seventy-five percent of

the monolinguals agreed with this but only slightly over thirty-six percent of the bilinguals did.

The bilinguals showed a more positive response to question 17, "I feel that the parents of my white friends are prejudiced against me", but fifty percent of both groups answered with a negative response. About half of both groups likewise answered negatively to question 18, "I believe that planning ahead makes a person unhappy, since plans hardly ever work out."

On question 19, "Good luck is more important than hard work for success", both groups disagreed strongly, although almost one-fourth of the monolinguals agreed with the idea.

The final question, "People like me don't have much of a chance to be successful in life", was answered negatively by over half of the bilinguals and by almost three-fourths of the monolinguals.

TABLE I

PERCENTAGES OF TOTAL STUDENT RESPONSES

TO QUESTIONNAIRE NUMBER ONE

M = Monolinguals N = 72
B = Bilinguals

	YES		NO		UNDECIDED	
	M	B	M	B	M	B
1.	72.2	80.6	11.1	5.6	16.7	13.9
2.	69.4	47.2	5.6	13.9	25.0 (some)	38.9
3.	11.1	58.3	61.1	16.7	27.8	25.0
4.	80.6	83.3	8.3	8.3	11.1	8.3
5.	19.4	27.8	41.7	38.9	38.9	33.3
6.	72.2	80.6	13.9	13.9	13.9	5.6
7.	8.3	8.3	80.6	86.1	11.1	5.6
8.	77.8	55.6	16.7	27.8	5.6	16.7
9.	0	2.8	77.8	66.7	22.2	30.6
10.	25.0	33.3	58.3	27.8	19.4	38.9
11.	100.0	97.2	0	0	0	2.8
12.	25.0	16.7	47.2	72.2	27.8	11.1
13.	58.3	66.7	33.3	19.4	8.3	13.9
14.	69.4	75.0	11.1	11.1	19.4	13.9
15.	63.9	80.6	13.9	5.6	22.2	13.9
16.	75.0	36.1	22.2	50.0	2.8	13.9
17.	22.2	38.9	52.8	50.0	22.2	13.9
18.	25.0	30.6	50.0	41.7	25.0	30.6
19.	22.2	5.6	66.7	80.6	13.9	11.1
20.	13.9	13.9	72.2	52.8	19.4	33.3

TABLE II

RAW SCORES OF TOTAL STUDENT RESPONSES

TO QUESTIONNAIRE NUMBER ONE

M = Monolinguals
B = Bilinguals

N = 72

	YES		NO		UNDECIDED	
	M	B	M	B	M	B
1.	26	29	4	2	6	5
2.	25	17	2	5	9	14 (some)
3.	4	21	22	6	10	9
4.	29	30	3	3	4	3
5.	7	10	15	14	14	12
6.	26	29	5	5	5	2
7.	3	3	29	31	4	2
8.	28	22	6	10	2	6
9.	0	1	28	24	8	11
10.	9	12	21	10	7	14
11.	36	35	0	0	0	1
12.	9	6	17	26	10	4
13.	21	24	12	7	3	5
14.	25	27	4	4	7	5
15.	23	29	5	2	8	5
16.	27	13	8	18	1	5
17.	8	14	19	18	8	5
18.	9	11	18	15	9	11
19.	8	2	24	29	5	4
20.	5	4	26	19	7	12

On the second questionnaire on attitudes, aspirations, and educational background, both groups indicated they have many friends at school and that they enjoy the athletic activities of the school (questions 1 and 2). Only about fifty percent of both groups participate in extra activities (question 3).

The bilinguals indicated less participation by parents at school conferences and programs (questions 4 and 5) than did the monclinguals.

The monolinguals expressed a stronger desire to attend a vocational high school (question 6), but both groups were also greatly undecided. Neither group, with the exception of two monolinguals, expressed any desire to attend a Catholic high school. (question 7)

Over eighty percent of both groups replied negatively to question 8, "I think it might be best for me to drop out of school and get a job."

A greater percentage of bilinguals indicated that they have a set of encyclopedias at home, (question 9), but over fifty percent of both groups indicated no encyclopedias at all.

Both groups expressed strong desires to graduate from high school (question 10), but only about one-third of each group expressed an intent to go to college (question 11). However, this intent increased to over fifty percent "if I had the money". (question 12)

About seventy-five percent of each group felt that good

attendance is necessary in school (question 13), while one hundred percent of the monolinguals agreed that getting a good education is necessary in order to earn a good living. (question 14) Almost ninety percent of the bilinguals agreed also to this.

Both groups agreed that Mathematics was the subject that would be of the greatest value to them in the future, although almost as many bilinguals chose Language Arts as being of the greatest value.

Social Studies was the subject the monolinguals thought was of least value, while the bilinguals were mostly undecided.

Over half the bilinguals indicated that their mothers had less than an eighth grade education, with slightly over thirty percent indicating she had less than a fourth grade education. All the monolinguals who knew the extent of their mother's education indicated that she had a seventh grade education or better. All bilinguals except one indicated that their mother had been born in Texas (77.8%) or Mexico (13.9%), while twenty-five percent of the monolinguals' mothers were born in Texas and only one said his mother was born in Mexico.

One-fourth of the bilinguals indicated that their fathers had not gone beyond the fourth grade and slightly over one-third indicated the eighth grade as the extent of his education. 36.1% of the monolinguals indicated their fathers had achieved seventh grade or higher. However, almost one-

half did not know the extent of his education. Again, all the bilinguals except one indicated that their fathers were born in Texas (72.2%) or Mexico (19.4%), while the monolinguals indicated 52.8% in Texas and 2.8% in Mexico.

30.6% of the bilinguals have lived in Toledo less than five years as compared to 11.1% of the monolinguals. 36.1% of the bilinguals have lived only in Toledo as compared to 52.8% of the monolinguals. 44.4% of the bilinguals have lived in Texas as compared to 11.1% of the monolinguals.

86.1% of the bilinguals indicated that they have picked crops in the fields as compared to fifty percent of the monolinguals. Crops mentioned included tomatoes, chili peppers, cucumbers, cotton, cherries, sugar beets, onions, potatoes, beans, carrots, apples, and strawberries.

TABLE III

PERCENTAGES OF TOTAL STUDENT RESPONSES

TO QUESTIONNAIRE NUMBER TWO

M = Monolinguals N = 72
B = Bilinguals

	YES		NO		UNDECIDED	
	M	B	M	B	M	B
1.	91.7	86.1	2.8	8.3	5.6	5.6
2.	94.4	91.7	5.6	2.8	0	5.6
3.	50.0	44.4	41.7	50.0	8.3	5.6
4.	69.4	52.8	25.0	47.2	5.6	0
5.	66.7	41.7	30.6	52.8	2.8	5.6
6.	41.7	33.3	22.2	19.4	36.1	47.2
7.	5.6	0	80.6	80.6	13.9	19.4
8.	11.1	5.6	83.3	86.1	2.8	8.3
9.	33.3	44.4	63.9	55.6	2.8	0
10.	91.7	83.3	2.8	0	5.6	16.7
11.	36.1	33.3	27.8	30.6	36.1	36.1
12.	58.3	58.3	22.2	11.1	19.4	30.6
13.	77.8	75.0	19.4	16.7	2.8	8.3
14.	100.0	88.9	0	11.1	0	0

		M	B
15.	Mathematics	47.2	44.4
	Language Arts	19.4	36.1
	Home Ec - Shop	13.9	8.3
16.	Social Studies	36.1	16.7
	Undecided	30.6	33.3
	Music - Band	5.6	13.9

TABLE III
(continued)

		M	B
17.	0 - 4th grade	0	30.6
	5 - 6	0	16.7
	7 - 8	16.7	11.1
	9 - 10	11.1	16.7
	11 - 12	33.3	11.1
	Beyond high school	5.6	0
	Unknown	33.3	13.9
18.	Texas	25.0	77.8
	Mexico	2.8	13.9
	Ohio	36.1	2.8
19.	0 - 4th grade	2.8	25.0
	5 - 6	13.9	19.4
	7 - 8	13.9	13.9
	9 - 10	11.1	13.9
	11 - 12	5.6	5.6
	Beyond high school	5.6	0
	Unknown	47.2	22.2
20.	Texas	52.8	72.2
	Mexico	2.8	19.4
	Ohio	11.1	2.8
21.	0 - 2 years	0	13.9
	3 - 5	11.1	16.7
	6 - 8	22.2	19.4
	More than 9	66.7	50.0
22.	Toledo only	52.8	36.1
	Texas	11.1	44.4
23.	No	50.0	13.9
	Yes	50.0	86.1
	Tomatoes	41.7	66.7
	Cherries	5.6	16.7
	Cucumbers-pickles	11.1	11.1
	Cotton	0	8.3
	Chili peppers	0	8.3
	Sugar beets	2.8	8.3
	Potatoes	0	5.6
	Beans	2.8	5.6
	Onions	0	2.8
	Carrots	0	2.8
	Apples	2.8	2.8
	Strawberries	2.8	0

TABLE IV

RAW SCORES OF TOTAL STUDENT RESPONSES

TO QUESTIONNAIRE NUMBER TWO

M = Monolinguals N = 72
B = Bilinguals

	YES		NO		UNDECIDED	
	M	B	M	B	M	B
1.	33	31	1	3	2	2
2.	34	33	2	1	0	2
3.	18	16	15	18	3	2
4.	25	19	9	17	2	0
5.	24	15	11	19	1	2
6.	15	12	8	7	13	17
7.	2	0	29	29	5	7
8.	4	2	30	31	1	3
9.	12	16	23	20	1	0
10.	33	30	1	0	2	6
11.	13	12	10	11	13	13
12.	21	21	8	4	7	11
13.	28	27	7	6	1	3
14.	36	32	0	4	0	0

		M	B
15.	Mathematics	17	16
	Language Arts	7	13
	Home Ec - Shop	5	3
16.	Social Studies	13	6
	Undecided	11	12
	Music - Band	2	5

TABLE IV
(continued)

		M	B
17.	0 - 4th grade	0	11
	5 - 6	0	6
	7 - 8	6	4
	9 - 10	4	6
	11 - 12	12	4
	Beyond high school	2	0
	Unknown	12	5
18.	Texas	9	28
	Mexico	1	5
	Ohio	13	1
19.	0 - 4th grade	1	9
	5 - 6	5	7
	7 - 8	5	5
	9 - 10	4	5
	11 - 12	2	2
	Beyond high school	2	0
	Unknown	17	8
20.	Texas	19	26
	Mexico	1	7
	Ohio	4	1
21.	0 - 2 years	0	5
	3 - 5	4	6
	6 - 8	8	7
	More than 9	24	18
22.	Toledo only	19	13
	Texas	4	16
23.	No	18	5
	Yes	18	31
	Tomatoes	15	24
	Cherries	2	6
	Cucumbers - pickles	4	4
	Cotton	0	3
	Chili peppers	0	3
	Sugar beets	1	3
	Potatoes	0	2
	Beans	1	2
	Onions	0	1
	Carrots	0	1
	Apples	1	1
	Strawberries	1	0

In summarizing the answers to the thirty questions dealing with student attitudes toward teachers, counseling, and the educational process (Questionnaire Number Three), there were only six questions where more than fifty percent of either group answered differently than would be normally acceptable.

Question 1, "My teachers make their subjects interesting and meaningful to me", was answered by 58.3% of the bilinguals as "Some of the time" or "Rarely". Only 36.1% of the monolinguals answered it that way.

For question 5, "I believe that teachers like to show who's boss too much", 52.8% of the monolinguals and 61.1% of the bilinguals answered "Almost always" or "Most of the time".

Question 10, "Unless I really like a subject I believe in doing only enough to get a passing grade", 55.6% of the monolinguals answered "Almost always" or "Most of the time", as compared to 47.2% of the bilinguals who answered this way.

Question 14, "I think that teachers talk too much", was answered "Almost always" or "Most of the time" by 66.7% of the monolinguals as compared to 38.8% of the bilinguals who answered this way.

Question 26, "In general I enjoy my classes at school", was answered "Some of the time" or "Rarely" by 55.5% of the bilingual students as compared to 25% of the monolingual students who answered this way.

Finally, question 29, "I get help from the guidance

counselor when I have a problem", was answered "Rarely" by 55.6% of the monolinguals, 63.9% of the bilinguals and "Some of the time" by 27.8% of the monolinguals and 22.2% of the bilinguals. A total of five bilingual students and six monolinguals indicated "Almost always" or "Most of the time" in answering this question about counseling.

TABLE V

PERCENTAGES OF TOTAL STUDENT RESPONSES

TO QUESTIONNAIRE NUMBER THREE

M = Monolinguals
B = Bilinguals

N = 72

	Almost always		Most of the time		Some of the time		Rarely	
	M	B	M	B	M	B	M	B
1.	38.9	16.7	25	25	33.3	50	2.8	8.3
2.	30.6	22.2	33.3	55.6	36.1	19.4	0	2.8
3.	11.1	13.9	13.9	5.6	27.8	19.4	47,2	61.1
4.	11.1	8.3	19.4	11.1	36.1	33.3	33.3	47.2
5.	27.8	25.0	25.0	36.1	25.0	22.2	22.2	16.7
6.	38.9	27.8	33.3	27.8	16.7	22.2	11.1	22.2
7.	11.1	11.1	16.7	11.1	41.7	36.1	30.6	41.7
8.	16.7	11.1	25.0	22.2	27.8	33.3	30.6	33.3
9.	8.3	16.7	8.3	11.1	52.8	52.8	30.6	19.4
10.	16.7	19.4	38.9	27.8	16.7	25.0	27.8	27.8
11.	8.3	11.1	25.0	5.6	30.6	47.2	36.1	38.9
12.	19.4	0	22.2	30.6	30.6	30.6	27.8	38.9
13.	50.0	30.6	22.2	25.0	19.4	27.8	8.3	16.7
14.	38.9	19.4	27.8	19.4	38.9	33.3	11.1	27.8
15.	11.1	5.6	27.8	22.2	22.2	27.8	38.9	44.4
16.	33.3	38.9	30.6	27.8	27.8	19.4	8.3	13.9
17.	8.3	5.6	0	0	13.9	13.9	77.8	80.6
18.	2.8	5.6	30.6	19.4	36.1	38.9	30.6	50.0
19.	8.3	5.6	11.1	13.9	55.6	36.1	25.0	44.4

TABLE V
(continued)

	Almost always		Most of the time		Some of the time		Rarely	
	M	B	M	B	M	B	M	B
20.	2.8	11.1	19.4	19.4	27.8	30.6	50.0	38.9
21.	50.0	38.9	25.0	16.7	13.9	19.4	11.1	25.0
22.	5.6	5.6	8.3	8.3	30.6	27.8	55.6	58.3
23.	30.6	25.0	38.9	30.6	25.0	36.1	5.6	8.3
24.	13.9	22.2	19.4	13.9	27.8	16.7	38.9	50.0
25.	19.4	13.9	11.1	13.9	27.8	30.6	41.7	41.7
26.	19.4	8.3	55.6	33.3	22.2	36.1	2.8	19.4
27.	30.6	44.4	52.8	25.0	11.1	19.4	5.6	11.1
28.	30.6	25.0	13.9	13.9	30.6	33.3	25.0	27.8
29.	8.3	11.1	8.3	2.8	27.8	22.2	55.6	63.9
30.	50.0	33.3	27.8	33.3	16.7	19.4	5.6	13.9

TABLE VI

RAW SCORES OF TOTAL STUDENT RESPONSES

TO QUESTIONNAIRE NUMBER THREE

M = Monolinguals
B = Bilinguals

N = 72

	Almost always		Most of the time		Some of the time		Rarely	
	M	B	M	B	M	B	M	B
1.	14	6	9	9	12	18	1	3
2.	11	8	12	20	13	7	0	1
3.	4	5	5	2	10	7	17	22
4.	4	3	7	4	13	12	12	17
5.	10	9	9	13	9	8	8	6
6.	14	10	12	10	6	8	4	8
7.	4	4	6	4	15	13	11	15
8.	6	4	9	8	10	12	11	12
9.	3	6	3	4	19	19	11	7
10.	6	7	14	10	6	9	10	10
11.	3	4	9	2	11	17	13	14
12.	7	0	8	11	11	11	10	14
13.	18	11	8	9	7	10	3	6
14.	8	7	10	7	14	12	4	10
15.	4	2	10	8	8	10	14	16
16.	12	14	11	10	10	7	3	5
17.	3	2	0	0	5	5	28	29
18.	1	2	11	7	13	14	11	13
19.	3	2	4	5	20	13	9	16

TABLE VI
(continued)

	Almost always		Most of the time		Some of the time		Rarely	
	M	B	M	B	M	B	M	B
20.	1	4	7	7	10	11	18	14
21.	18	14	9	6	5	7	4	9
22.	2	2	3	3	11	10	20	21
23.	11	9	14	11	9	13	2	3
24.	5	8	7	5	10	6	14	18
25.	7	5	4	5	10	11	15	15
26.	7	3	20	12	8	13	1	7
27.	11	16	19	9	4	7	2	4
28.	11	9	5	5	11	12	9	10
29.	3	4	3	1	10	8	20	23
30.	18	12	10	12	6	7	2	5

Chapter IV

Summary, Conclusions and Recommendations

Summary

This study of seventy-two Mexican American students was conducted to determine whether bilingualism is a factor affecting aspirations and attitudes toward school and the educational process, and also to determine attitudes of Mexican American students as a group. The students were divided equally into two groups, bilinguals and monolinguals. They were each asked to answer three questionnaires. The first one dealt with their attitudes toward being Mexican American. The second one dealt with their educational aspirations, their involvement with school and their family background. Both of these questionnaires also contained questions that would reflect to some extent the degree of acculturation of the student by the way in which the questions were answered. The third questionnaire dealt with attitudes toward teachers, counselors, and school.

The responses of the two groups were compared for differences, but also for indications of areas in which the school could have greater understanding and be of greater assistance, through counseling, to Mexican American students.

Conclusions

One of the most important conclusions to be drawn from this study is that there appears to be a strong relationship between bilingualism and the degree of acculturation of the student. This is quite natural, as homes which have retained

the Spanish language appear to have retained other elements of the Mexican culture. However, there is one factor that makes even this conclusion questionable. That factor is the socioeconomic factor, which has not been included in this study. The author would have to agree with Carter (1970) that any study is inconclusive that does not include this.

Certain things appear to be evident from the answers the students have made. As to self-concept, they show little evidence of being ashamed of being Mexican American. They are interested in the Spanish language and in their heritage. They do not feel discriminated against, either in school or out of school, although they do express a desire for Mexican food in the cafeteria and for Mexican American teachers.

In the area of language, the problem of accents was more important to the bilinguals, and they also saw Language Arts as a more important subject than the monolinguals. This again is natural, as the bilinguals are more likely to be the ones with accents and are more likely to be the ones with a language handicap.

Responses to questions on all three questionnaires dealing with Mexican "folk-culture" indicate that the bilinguals are indeed closer to the Mexican end of the continuum of acculturation. This was particularly evident in questions dealing with the woman's place in the home, and punctuality in getting to class. However, they did not agree with the "folk-culture" belief in fatalism.

From the results of this study it appears that the

greatest difference between the bilinguals and the monolinguals is their home background. Their parents are less educated, less likely to visit the school, and more likely to be from Texas or Mexico. Spanish is more often the language spoken at home. They have lived in Toledo less time and have moved around more. They have worked in the fields more, and many indicated orally that they still do during the summer.

Yet even with these differences there is little evidence to prove that bilingual students have any more emotional or social problems than monolingual students. Aspirations appear to be high, as both groups indicated a desire to finish high school, with only one-eighth of the total number indicating signs of being drop-outs. Over half indicated a desire to attend college when financial barriers were removed.

Other than believing that their teachers talked too much or were too bossy, (which could easily be typical adolescent answers to these questions), their attitude toward teachers, school, and the educational process seemed quite normal.

Counseling appears to be the one area in which these students show little involvement. When the question concerning the guidance counselor was read orally, many students asked, "Who's the guidance counselor?" Many of these Mexican American students became more aware of the counseling process because of the author's counseling practicum, and readily volunteered to be clients. However,

only one of these students evidenced any problems related to being Mexican American in later counseling sessions.

Recommendations

Based on the findings of this study, the following recommendations are offered for consideration:

1. That Spanish be offered as an elective for all four grades at Jones School and that it be taught by a Mexican American teacher.

2. That bilingual Mexican American students who are experiencing difficulties in Language Arts be provided tutorial services.

3. That a Mexican American cook be hired to work in the cafeteria and that Mexican food be served on a regular basis.

4. That the corrective speech teacher be especially trained in the sound system of the Spanish language so that help can be given to those students with accents who desire it.

5. That teachers and counselors realize that a bilingual student is not disadvantaged but has a special skill which should be recognized as of great value.

6. That teachers and counselors be aware of the bicultural and bilingual backgrounds of Mexican American students and build on these backgrounds.

7. That contributions of Mexican culture be included in the curriculum at all levels for all students.

8. That in-service meetings be held for all teachers, counselors, and administrators, where Mexican culture and

values can be explained and where teachers can learn to pronounce Spanish names.

9. That an effort be made to hire Mexican American teachers (especially in the Social Studies area).

10. That an effort be made to involve more parents in the school program. (The Title I committee at Jones School has already found this to be a difficult task.) This might be accomplished through home visits or through Mexican cultural activities at the school.

11. That counseling services be promoted so that more students are aware of them and can benefit from them. The guidance counselor should be freed from attendance duties and other clerical work so as to have more time to become acquainted with students and have more time for counseling.

12. That more research be done to discover the emotional, social, educational and vocational needs of all Mexican American students.

The proposed Mexican American Curriculum Center of the Toledo Public Schools has included many of the above recommendations in its objectives, in addition to many more. With the English-As-A-Second-Language program concentrated at the primary level, and hopefully eventually becoming a bilingual program, the early achievement problems of the Spanish-speaking child will be largely eliminated. Hopefully also, the teachers and counselors in schools with Mexican American students will become more cognizant of our pluralistic society. As Father Robert Haas said at a

Mexican American workshop at McAuley High School in October, 1970, "People must realize that the great American melting pot has not produced a gruel, but rather a stew, with individual bits and pieces."

The Mexican American Curriculum Center, whose administrators will all be Mexican Americans, will certainly be of great benefit to all Mexican American students. The Toledo Public Schools have taken a great step forward. The future indeed holds promise for the Mexican American student in Toledo.

APPENDICES

APPENDIX A

Questionnaire Number One

Answer Yes No or Un (Undecided or no opinion)

_____1. I would like to learn to read and write Spanish in Junior High.

_____2. I am interested in learning more about Mexican Americans.

_____3. We speak Spanish at home most of the time.

_____4. I wish there were some Mexican American teachers in this school.

_____5. I would rather be called a Chicano than a Mexican.

_____6. I wish they served Mexican food in the cafeteria about once a week.

_____7. Some teachers pick on me because I'm Mexican American.

_____8. I think the problems of Mexican American students are the same as any other student's.

_____9. I think that I will have trouble getting a job because I am Mexican American.

_____10. I feel that teachers don't understand the needs and interests of Mexican American students.

_____11. (B) I am proud that I can speak Spanish.
(M) I wish I could speak Spanish.

_____12. I have more trouble getting along with black students than with white students.

_____13. Other students make fun of Mexican American students who have accents.

_____14. I think a boy becomes a man when he can stand on his own two feet, is working and can earn a living.

_____15. I think a woman's place is in the home, cooking, cleaning, and taking care of the children.

_____16. I think it is important to get to class on time.

Questionnaire Number One
(continued)

_____17. I feel that the parents of my white friends are prejudiced against me.

_____18. I believe that planning ahead makes a person unhappy, since plans hardly ever work out.

_____19. Good luck is more important than hard work for success.

_____20. People like me don't have much of a chance to be successful in life.

APPENDIX B

Questionnaire Number Two

Answer Yes No or Un (Undecided or no opinion)

_____1. I have many friends at this school.

_____2. I enjoy the athletic activities of this school.

_____3. I participate in extra activities (dances, school paper, student council).

_____4. Either one or both of my parents come to school for conferences.

_____5. Either one or both of my parents come to school for Open House or special programs.

_____6. I plan to go to a vocational high school (Macomber or Whitney).

_____7. I plan to go to a Catholic high school.

_____8. I think it might be best for me to drop out of school when I am 16 and get a job.

_____9. We have a set of encyclopedias at my home.

_____10. I intend to graduate from high school.

_____11. I plan to go to college.

_____12. I would plan to go to college if I had the money.

_____13. I think good attendance is necessary in school.

_____14. I think getting a good education is necessary in order to earn a living.

15. Which subject which you are now taking do you think will be of greatest value to you in the future?

_____

16. Which subject which you are now taking do you think will be of the least value to you in the future?

_____

17. The highest grade my mother finished in school was _____.

18. Birthplace of my mother (state)_____

Questionnaire Number Two
(continued)

19. The highest grade my father finished in school was _____.

20. Birthplace of my father (state)_____

21. I have lived in Toledo _____ years.

22. Before I lived in Toledo I lived in _____.

23. I have picked crops in the fields. Yes_____ No_____

24. If yes, list crops which you have picked._____

_____

APPENDIX C

Questionnaire Number Three

These questions were read orally. The students were provided with answer sheets on which to make their responses.

1. My teachers make their subjects interesting and meaningful to me.
2. Even though I don't like a subject, I still work hard to make a good grade.
3. I think teachers grade students according to how well they like them.
4. I think the easiest way to get a good grade is to agree with everything the teachers say.
5. I believe that teachers like to show who's boss too much.
6. I think that teachers go into teaching mainly because they enjoy it.
7. I feel that teachers are too narrow-minded and set in their ways.
8. I think that teachers expect students to do too much homework.
9. When explaining a lesson or answering questions, my teachers use words that I do not understand.
10. Unless I really like a subject, I believe in doing only enough to get a passing grade.
11. My teachers do not give enough explanation of the things they are trying to teach.
12. I think teachers are too strict and know-it-all in dealing with students.
13. I believe that teachers really want their students to like them.
14. I think teachers talk too much.
15. I believe that teachers don't like to discuss presentday problems and events with their classes.

Questionnaire Number Three
(continued)

16. I feel that teachers try to give the same amount of attention and help to all their students.

17. I think teachers look down upon the poorer students and make fun of their mistakes.

18. Some of my classes are so boring that I spend the class period drawing pictures, writing notes or daydreaming instead of listening to the teacher.

19. I feel that teachers make their subjects too hard for the average student.

20. I think I am taking subjects which will do me little good.

21. I think that my grades show about what I can really do.

22. I think that one way to get good grades is to use flattery on your teachers.

23. I try to become really interested in every subject I take.

24. I think students cheat because of the stupid assignments which teachers make.

25. I feel like skipping school whenever there is something I'd rather do.

26. In general I enjoy my classes at school.

27. I get along well with most of my teachers.

28. I think the rules in this school are too strict.

29. I get help from the guidance counselor when I have a problem.

30. Most of my teachers are willing to help me.

APPENDIX D

Answer Sheet for

Questionnaire Number Three

Place an X under the answer which best expresses your feelings. (This was double-spaced on the original.)

	Almost always	Most of the time	Some of the time	Rarely
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
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17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				

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